

Strategy of the Month

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. First of all, the student needs to be able to access their system effectively, and thus the student may need as little as an increased dwell time adjustment to decrease inadvertent activations to needing switch or eye gaze access due to physical and orthopedic impairments. (These decisions are almost always made prior to ordering or determining the system, but if not, please consult with an OT or PT should you need further support or input).

Secondly, the appearance of the device may be more vital due to persons with visual challenges, (with the individual needing a smaller field size, larger symbols, or even high contrast symbols). (School districts often have access to teachers of the visually impaired and can assist with such decisions and help with design). Additionally, some individuals relate to color coding, (as found with the Fitzgerald Key approach). The symbol set, (representing the vocabulary is vital for the student and the team) and student preference needs to be considered.

Next, is the selection of the 'voice' output. Does the student relate to digitized, (recorded human voice) or synthesized speech. This can be critical and it is important that individuals choose and feel comfortable with their selected voice as it will be something that is deeply personal, and that they can identify with and be identified by, (when someone hears them speak with their system).

Finally, adding vocabulary and personalizing the content, (without changing the core and the motor planning aspects in the design) is important in order for Individuals to be able to share vital information about their name, address and other biographical information, and in addition, to be able to ask for specific

foods, activities and places, (for starters) so that they can experience the power in communicating and having more control over their own lives. The need for personalizing the individuals' AAC system is ongoing as people's needs, interests, skills and information change over time.

Please find the following additional resources on personalizing and individualizing a student's device below. These resources will be helpful for individual learning and/or for team training.

RESOURCES

- **The importance of customization**

<http://www.discoveraac.org/practicing-aac/customizing-how-tos/> from Discover AAC website courtesy of By Ajit Narayanan

- Courtesy of PrAACtical AAC: [Video of the Week: Personalizing Core Vocabulary Systems](https://practicalaac.org/tag/individualize/) <https://practicalaac.org/tag/individualize/> (handouts are available here) Courtesy of PrAACtical AAC by Kelly Key and Deidre Dobbels (AAC in the Cloud 2019)

Direct Link to Video – <https://www.youtube.com/watch?v=PtPljFiSK8c>

- **Personalizing your AAC system and vocabulary by AssistiveWare**

<https://www.assistiveware.com/learn-aac/personalize-vocabulary-and-system>

CORE WORD: **Thankful**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this a robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments), selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. We are **thankful** at the end of the day.)

COMMENT: (e.g. He is **thankful**)

ANSWER QUESTIONS: (e.g. Yes, I am **thankful** for my family)

ASK A QUESTION: (e.g. What are you **thankful** for?)

ROUTINES AND SCHEDULES

Once a week, or more often if the adults and students chose, the class can talk about what they are **thankful** for at the beginning or the end of the day.

PLAY

Students and adults can take turns pretending to host a thanksgiving dinner with toys and have the toys talk about what they are **thankful** for.

READING

The Most Thankful Thing by Lisa McCourt, courtesy of Once Upon A Story:

https://www.youtube.com/watch?v=8TjdDrG3W8s&ab_channel=OnceUponAStory

This book is a story about a girl and her mom. The girl finds her mom sitting and thinking about what she is **thankful** for. The girl and her mom then discuss what they each are **thankful** for and what it means to be **thankful**.

I'm Thankful Each Day by P.K. Hallinan, courtesy of Stories For Kids:

https://www.youtube.com/watch?v=JlodsXEvo4U&ab_channel=StoriesForKids

This book is about a boy and he goes through the different things he is **thankful** for. He talks about different seasons and different days and how you can always be **thankful** for something.

The Thankful Book by Todd Parr, courtesy of Mrs. Shelton's Read Aloud's:

https://www.youtube.com/watch?v=Adxn-f-kkUQ&ab_channel=Mrs.Shelton%E2%80%99sReadAloud%E2%80%99s

This is about all of the different things someone is **thankful** for. This can inspire students to think about similar things they might have that they can be **thankful** for.

Let's be Thankful by P.K. Hallinan, courtesy of Storytime For Kids:

https://www.youtube.com/watch?v=Lykix_9gfvs&ab_channel=StorytimeForKids

This book talks about all of the different things that people can be **thankful** for every day.

Being Thankful by Mercer Mayer, courtesy of Grandma's House:

https://www.youtube.com/watch?v=fOVeX4VcW9E&ab_channel=Grandma%27sHouse

This book is in the Little Critter series. It follows Little Critter and shows him wishing for things that he wasn't getting or didn't have. He goes as far as upsetting his little sister and his mom. The next day, he goes to his grandparent's farm and learns about all of the different things they have and he realizes how **thankful** he is for what he does have at home.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about what they are **thankful** for with their classmates. They can take turns asking each other and other adults what they are **thankful** for.

Kid President gives us 25 reasons to be **thankful**, courtesy of Soul Pancake:
https://www.youtube.com/watch?v=yA5Qpt1JRE4&ab_channel=SoulPancake

SENSORY MOTOR

Students and adults can write **thankful** in shaving cream, finger paint, etc. After they write **thankful**, they can then write the different things they are **thankful** for in the same medium.

STRUCTURED ACTIVITIES

Students can create smart charts about what they are **thankful** for.

I am thankful for _____.
I am thankful for _____.
I am thankful for _____.
I am thankful for _____.
I am thankful for _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

If you're thankful and you know it by Kiboomers, courtesy of Kiboomers Music Channel:

https://www.youtube.com/watch?v=Qb0kBCUygBA&ab_channel=TheKiboomers-KidsMusicChannel

Thankful for Friends by Sesame Street with Leon Bridges, courtesy of Sesame Street:

https://www.youtube.com/watch?v=Jlxu7KuP3lk&ab_channel=SesameStreet

Thankful by the Juicebox Jukebox, courtesy of The JuiceBox Jukebox:

https://www.youtube.com/watch?v=YeSdQmO51Ps&ab_channel=TheJuiceboxJukebox

Thankful Thanksgiving song by Shawna Belt Edwards, courtesy of Shawna Edwards:

https://www.youtube.com/watch?v=XTHDKxOL9cg&ab_channel=ShawnaEdwards

I am Thankful by Blackberry Jam Kids Music, courtesy of Blackberry Jam Kids Music Anthony Haughton:

https://www.youtube.com/watch?v=f6wgyBRKmME&ab_channel=BlackberryJamKidsMusicAnthonyHaughton

Young Adults:

Thankful by Josh Groban, sung by the Rise Up Children's Choir, courtesy of Rise Up Children's Choir: https://www.youtube.com/watch?v=wkOEzP-nGZ8&ab_channel=RiseUpChildren%27sChoir

Thankful by Celine Dion, courtesy of Celine Dion:

https://www.youtube.com/watch?v=snDcxiePeg4&ab_channel=CelineDionVEVO

Thankful by New Kids on The Block, courtesy of New Kids on the Block:

https://www.youtube.com/watch?v=F4rSoprIcc4&ab_channel=NewKidsVEVO

ART OR SCIENCE ACTIVITIES

Students can make a **thankful** hand turkey. They trace their hand and then write down different things they are **thankful** for on the feathers that go over the fingers. Photo courtesy of Beth Lytle.



USE OF APPS OR OTHER TECHNOLOGY

A gratitude journal can be created on an iPad or other device. Students can write down one thing they are **thankful** for every day. After a set amount of time, students can read their gratitude journals with their adults at home.

WORD WALL: Create a WordWall and add '**thankful**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

Writing and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet,
please contact Beth Lytle @ blytle@mail.sfsu.edu

Thank you!

CORE WORD: **Fine**

For Educators, Related Service Providers and Parents

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. AAC systems need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: I did **fine** at school today.

NEGATION/DENY: I'm not **fine**.

COMMENT: That is **fine**.

GOSSIP: He thinks it's **fine** to cheat on his test.

GET HELP: I'll be **fine** if someone comes to help me take my medicine

GAIN ATTENTION: Hey **fine** one!!

DIRECT ACTION: You'll do **fine** if you open my laces all the way before putting on my sneaker.

ANSWER QUESTIONS: Yes, I did **fine**.

DISCUSS AN INTEREST: I love playing with sand because it's so **fine**.

SHARE PHYSICAL NEEDS: My foot is **fine** but my back hurts.

MAKE CHOICES: I think that one is **fine** and that's what I want.

EXPRESS OPINIONS: I think that is just **fine**!

REQUEST: I'll take the **fine** sand, not the thicker rocks, please.

COMPLIMENT: That looks so **fine** on you.

CLARIFY: So, I said, my hair is **fine**, meaning it's thin.

ROUTINES AND SCHEDULES

Adults can comment that the students are doing **fine** with daily routines and following the schedule. This is a great opportunity to model such compliments and comments on the big core board, low-tech or talker. (E.g. You're doing **fine** with so many things. You can get on Zoom without any problems and you're doing **fine** when we ask you to pay attention, just once during a class. You're doing just **fine** with all the classes and are turning in your assignments.

That's just **fine**, (name). I like the way you hung up your coat, brushed your teeth, took a shower, washed your face, fixed some breakfast, turned the channel on the TV. You are doing **fine** using your talker to tell me what you're thinking and how you feel.

PLAY

Students can choose among the activities that involve materials that are **fine** or thick.

Sand Tables- In many preschool classrooms, there are water and sand tables for students to have sensory experiences which can spur interactions, play and language opportunities, (e.g. to share toys in the sand table, discuss concepts, (in/out), and increase social pragmatics my turn, your turn), etc. Add beads to the sand table and discuss how the sand is **fine** and the beads are thick.

Kinetic Sand- Kinetic Sand is regular sand that instead of being coated in water is coated with Silicone Oil so it will not dry out. Students can play with Kinetic sand and talk about the way it feels, (e.g. soft, **fine**, etc.).

Dolls- While playing with dolls, discuss which dolls have fine hair and which have thick hair.

Puppets- On a different note, students can use the word, **fine**, in a different way, (relating to emotions) in a puppet show by acting out a simple interaction: (Puppet 1) How are you? (Puppet 2) I'm **fine**.

Playing Doctor- This activity provides a great opportunity for students to ask each other questions about how each other feels. If a student is okay and is

getting a pretend check-up, they can say they feel **fine**, but if not, they can tell the other student that they are sick or don't feel good or even may need a band aid. (The list goes on).

Checking in at Recess- At recess, adults can check in with students and ask how they are doing. Students can respond, 'I am **fine**' or any other emotion. Adults can model that they are **fine**, using Aided Language Stimulation.

READING

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

[Right now, I am fine.](#) By Dr. Daniela Owen This book deals with the Covid 19 pandemic and helps remind students that right now, they are fine but may have big feelings. It also provides strategies for self-regulations and self-talk to help students calm down.

[I Am Enough](#) By Grace Bowers (This uplifting book gives students the opportunity to remind themselves that they are wonderful, no one is like them and they are FINE?") Courtesy of Sankofa Read Aloud

[A FINE FINE SCHOOL](#)- by Sharon Creech, Read Aloud, courtesy of sollyinfusion

[I CAN SEE JUST FINE](#) by Eric Barclay, Read aloud, courtesy of Elijah's Toy House Children's Books Read Aloud

Young Adults

[I Can Do Hard Things](#) ~ Kids Book about Resilience Read Aloud (As this story is read aloud, the students can comment when the kids in the story are making **BETTER** choices for themselves). By Gabi Garcia, Illustrated by Charity Russell <https://www.youtube.com/watch?v=CF4kQfEVJLM> KidsTimeStoryTime

SOCIAL INTERACTIONS AND VIDEO MODELING

One suggestion is to facilitate discussions, creating scripts and/or role-playing going to the doctor for different reasons, for instance when they are **fine** and when they are sick.

Adults can create a script for different circumstances when the student or patient is **fine** or sick.

Adults can talk about going to the doctors for different reasons such as: going for checkups, or vaccinations, (where they feel **fine**) and then other times students go to the doctor when they are sick.

Adults and students can also create social stories about when and why they go to the doctor. (It should be noted that students often need highly individualized social stories to meet their specific needs).

Here is a video that explains why children go to the doctors for different reasons, (for checkups or when you're sick). Please pause the video to discuss whether the child seems **fine** or sick.

[Doctor Checkup for Kids - Types of Doctors - Social Studies | Kids Academy](#) (This is a long video and can be viewed in sections)

[Autism Video Modelling to Teach Play Skills: Doctors](#) courtesy of TakTic Tools-Autism Resources (This is a great video to help show children how to play with a doctor's kit) and if playing with another child can ask if the other student feels **fine** or needs help.

SENSORY MOTOR

Adults can provide students the opportunity to play with two bins, (one with kinetic sand and one with beans). Adults and students can talk about which one feels **fine** and which one feels thick.

VIDEOS, MUSIC, ANIMATED SHORTS

[Out In The Garden One Fine Day](#) - English Nursery Rhyme for Kids Courtesy of Kids Planet

[Inside Out: Guessing the feelings.](#) This entertaining video shows different emotions. Please pause the video as she demonstrates various emotions and ask if she is **fine** or she is not fine. Video courtesy of Laia Garcia

["Emotions" - StoryBots Super Songs Episode 8 | Netflix Jr](#) Courtesy of Netflix Jr. Please play the video and pause to discuss whether the person feels fine or not fine.

Young Adults

[The Beatles - I Feel Fine](#) Courtesy of The Beatles!!

[One Fine Day - Carole King \(81.121.08\)](#) Courtesy of ElectronicCinema

[New York City I'm doing fine now German TV 1973](#) Courtesy of Fifties, Sixties & Seventies rare music clips

[Mary J. Blige - Just Fine \(Official Music Video\)](#) Courtesy of Mary J. Blige

[Chris Brown - Fine By Me](#) Courtesy of Chris Brown

[Friends - HD - Ross Is Fine \(1/3\)](#) Courtesy of PureBlood Paul
This provides a great format to discuss how Ross is feeling. Is Ross feeling fine?

STRUCTURED ACTIVITIES

Adults can use a Predictable Writing Chart, (with paper, a white board or virtually on Google Slides) to ask about behaviors that are **fine** and not fine in school.

_____ is fine
_____ is fine
_____ is fine
_____ is fine

_____ is not fine
_____ is not fine
_____ is not fine
_____ is not fine

ART OR SCIENCE ACTIVITIES

Students can create an art project with sand and beans using paper and glue or paste. Students can draw shapes and fill the shapes with glue or paste and add the sand in one shape and the beans in the other and then discuss the differences in the way that they feel.

USE OF APPS OR OTHER TECHNOLOGY

Toca Doctor app Students can play this interactive game and practice commenting as to whether the patient is fine or sick.

Toca Tea Party app Students can set up a tea party with this engaging app and then ask each other how they are doing, (and can practice expressing if they are fine or not fine).

WORD WALL: Add the word, **fine** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on their AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Cool**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. The air is **cool** outside.)

COMMENT: (e.g. That is so **cool**.)

GOSSIP (e.g. I think it's **cool**.)

DISCUSS AN INTEREST: (e.g. I like that, it's **cool**.)

PROTEST: (e.g., that's not **cool**.)

ROUTINES AND SCHEDULES

Morning Circle: Adults and students can discuss the weather that day. They can comment on if it is hot, **cool**, cold, warm, freezing, etc.

Adults and students can take turns talking about the **cool** things they did over the weekend or the day before that was outside of school.

PLAY

At recess, students can comment on the different activities they are doing and how **cool** each activity is.

Students and adults can dress up in different clothes (princess clothes, doctor outfit, firefighter outfit, etc.) and talk about how **cool** the different outfits are and the different **cool** things each person can do when they are dressed up.

READING

The Cool Bean by Jory John, courtesy of Storytime Anytime:

https://www.youtube.com/watch?v=4jEgHfLW9d8&ab_channel=StorytimeAnytime

This book talks about how one bean notices the **cool** beans in his school and how he used to be friends with the **cool** beans before they became the **cool** beans.

Cool Cars, Amazing Machines by Tony Mitton and Ant Parker, courtesy of The StoryTime Family:

https://www.youtube.com/watch?v=2EQFJfzu68k&ab_channel=TheStoryTimeFamily

This book talks about different **cool** cars and what each car does that makes it **cool**.

Cool Dog, School Dog by Deborah Heiligman, courtesy of Alos StoryTime:

https://www.youtube.com/watch?v=-lzzfBxTILs&ab_channel=AlosStorytime

This book talks about Tinka, a golden retriever as she unexpectedly joins her owner at school.

Pete the Cat, Valentine's Day is Cool by Kimberly and James Dean, courtesy of Sandz Academy:

https://www.youtube.com/watch?v=ntXvVxOlg04&ab_channel=SandZAcademy

Follow Pete the cat as he explores what he can do to make his Valentine's day **cool**.

Pete the Cat and the Cool Cat Boogie By Kimberly and James Dean, courtesy of Mrs. Clark's Reading Corner:

https://www.youtube.com/watch?v=XBQzBYZidB4&ab_channel=Mrs.Clark%27sReadingCorner

Follow Pete the cat as he learns how to do the **cool** cat boogie with the help of some of his friends.

SOCIAL INTERACTIONS AND VIDEO MODELING

A Pep Talk from Kid President to You, courtesy of Soul Pancake:

https://www.youtube.com/watch?v=l-gQLqy9f4o&ab_channel=SoulPancake

This pep talk is from a young boy that talks about different **cool** things that people can do to make a difference in the world.

SENSORY MOTOR

In a sensory bin, adults and students can take different objects out of the bin and talk about if that object would be hot or **cool** to the touch.

Using a water table of shaving cream, adults and students can talk about how **cool** it is to feel and play with the different textures that can be felt using these two mediums.

STRUCTURED ACTIVITIES

Students can create smart charts about what they think is **cool**.

I think _____ is cool .
I think _____ is cool .
I think _____ is cool .
I think _____ is cool .
I think _____ is cool .

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

Children's songs: These songs talk about hot and cold; adults and students can talk about how when it's cold out, it is also **cool** out because it is not warm

Winter weather songs for kids courtesy of Kidlo Land Nursey Rhymes and Songs for Kids:

https://www.youtube.com/watch?v=j57olsjKZ2M&ab_channel=KidloLandNurseyRhymesandSongsforKids

It's Cold, It's Cold, courtesy of Fidgety TV:

https://www.youtube.com/watch?v=YzRPDzDX63Y&ab_channel=FidgetyTV

Hot and Cold Song, courtesy of Avocado Nursery Rhymes:

https://www.youtube.com/watch?v=2acbHaEBqOw&ab_channel=AVOCADOabc-NurseryRhymes%2CKidsSongs%2CPhonics

Pop songs:

Cool Kids, courtesy of Echosmith:

https://www.youtube.com/watch?v=SSCzDyknG4g&ab_channel=Echosmith

Cool, courtesy of Gwen Stefani:

https://www.youtube.com/watch?v=TGwZ7MNtBFU&ab_channel=GwenStefaniVEVO

Cool, courtesy of Jonas Brothers:

https://www.youtube.com/watch?v=8_JbZvHc92U&ab_channel=JonasBrothersVEVO

Cool, courtesy of Dua Lipa:

https://www.youtube.com/watch?v=uY8tAKDVxK8&ab_channel=DuaLipa

Animated Shorts:

Coin Operated by Nicholas Arioli, courtesy of Two Ghosts:

https://www.youtube.com/watch?v=5L4DQfVlcdg&t=11s&ab_channel=TwoGhosts

This animated short can be used to talk about the **cool** toys that are in the short. It can also be used to talk about how **cool** it is that the boy gets to see a life size version of the toy he loves so much.

The Present, courtesy of the present:

https://www.youtube.com/watch?v=WjqIU5FgsYc&ab_channel=ThePresent

This short uses the word **cool** in it to talk about the **cool** present that the boy receives from his mom.

ART OR SCIENCE ACTIVITIES

Students can create the “**cool**” looking emoji or any other emoji that they think is **cool**. Photo courtesy of Beth Lytle



USE OF APPS OR OTHER TECHNOLOGY

Toca Dance allows the user to have different characters create **cool** and different dances: <https://apps.apple.com/us/app/toca-dance-free/id1091215595>

WORD WALL: Create a WordWall and add '**cool**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

Writing and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

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Thank you!

CORE WORD: **Taste**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMPLIMENT (e.g. "I love the **taste** of this, Mom!")

REQUEST (e.g. "Can I have something that **tastes** sweet?")

DESCRIBE (e.g. "I ate something today that **tasted** salty and crunchy")

COMPLAIN (e.g. "I don't like that food. It **tastes** too bitter.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate structured conversation with students during snack or mealtime about how their food tastes. Adults can utilize a visual support with some different descriptive words involving **taste** that students can refer to throughout the discussion. A sentence strip to assist sentence construction can also be useful for extra scaffolding and support (e.g. "I like/don't like ____ (cookies). It **tastes** so ____ (yummy).")

Reading Books: While reading books, if there is a picture or text about a character who is eating something, students can make an inference about how it might **taste**. (e.g. Adults can say: "Oh, look! I notice that the boy is eating ice cream. I wonder if he likes it. How do you think it tastes?")

PLAY

Pretend Play: Students can engage in pretend play with toy food and kitchen items. This activity can be student-led or supported by adults with modeling of appropriate play with the core word **taste**. (e.g. “Let’s make some soup and add these ingredients. I think it is going to taste so yummy! What do you think?”) Older students can host a pretend cooking show and have judges that taste all the food that has been cooked.

Recess

Lunch recess: Adults can make a laminated placemat for students to eat their lunches on. The placemat can have descriptive words for all 5 senses, including **taste**, that allows students to explore what’s in each other’s lunches and have conversations about their favorite foods. An example of a descriptive placement is linked: <https://www.teacherspayteachers.com/Product/5-Senses-Placemats-Five-Senses-Picky-Eater-Science-Activity-5753707?st=ac8bbd18cb94041a8454ca3d90ea3654>

READING

I Hear A Pickle | Rachel Isadora | _courtesy of [Heather’s Storytime Corner](#)

An educational story about how we can experience the world through our 5 senses. A few pages are dedicated to **taste** and have many examples of children tasting new foods. Introducing the concept of taste with the other senses can help reinforce category knowledge and build schema around different routines. <https://www.youtube.com/watch?v=JetHl3q2ldw>

Yum! | By Dana Meachen Rau | _courtesy of [图书馆Library](#)

A book about **taste** that is a part of a larger series called “The Amazing Body: The Five Senses”. Illustrations include many examples of taste, different foods, and the teeth and mouth.

<https://www.youtube.com/watch?v=Kguzkn5l5y0>

Dragons Love Tacos | by Adam Rubin | _courtesy of [Toadstools and Fairy Dust](#)

A hilarious read-aloud about dragons, friendship, and tacos. Lots of modeling of the word “**taste**” in context.

<https://www.youtube.com/watch?v=GMTCZZp3RbQ>

A Ticket Around the World | by Melissa Owens | _courtesy of [Oddball Escapes](#)

A boy visits various countries around the world and learns about the cultures, languages and different foods. A great read for children to learn about traveling to different places and learning about other cultures.

Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses | by Pamela Hill Nettleson | _courtesy of [Kasey Cooney](#)

A book for older students about exploring the senses through different parts of the body. **Taste** is explained by explaining the thousands of taste buds on our tongues. <https://www.youtube.com/watch?v=GNqe-6QAew0>

SOCIAL INTERACTIONS AND VIDEO MODELING

Kids Taste Test Gourmet Food | courtesy of BuzzFeedTasty

A comedic video of kids **taste** testing expensive gourmet foods. <https://www.youtube.com/watch?v=uWgqfYdQ0GI>

Surprising Kids With Giant Versions Of Their Favorite Foods | courtesy of BuzzFeedVideo

Kids are asked what their favorite foods are and then later surprised with giant versions of it. They are asked how it **tastes** as they eat their favorite dish. <https://www.youtube.com/watch?v=ZQxirOH1YEE>

Kids Try Spicy Food from Around the World | Kids Try | courtesy of HiHo Kids

Kids try spicy food dishes from around the world and share their thoughts on how it **tastes**. <https://www.youtube.com/watch?v=M9W3KWRkTzs>

SENSORY MOTOR

Adults can host an activity about the different types of **taste**. After students taste test various types of food, they can decide which one they like the most. Each wall of the classroom has a piece of paper with one of the following written on it: spicy, sweet, salty, bitter, sour. Students can run and touch the piece of paper on the wall that has the taste they like the most and then the one they like the least.

VIDEOS, MUSIC, ANIMATED SHORTS

[The Five Senses Song](#) | courtesy of Silly School Songs

A silly song that teaches about all the different senses.
<https://www.youtube.com/watch?v=iA1uLc1uEbl>

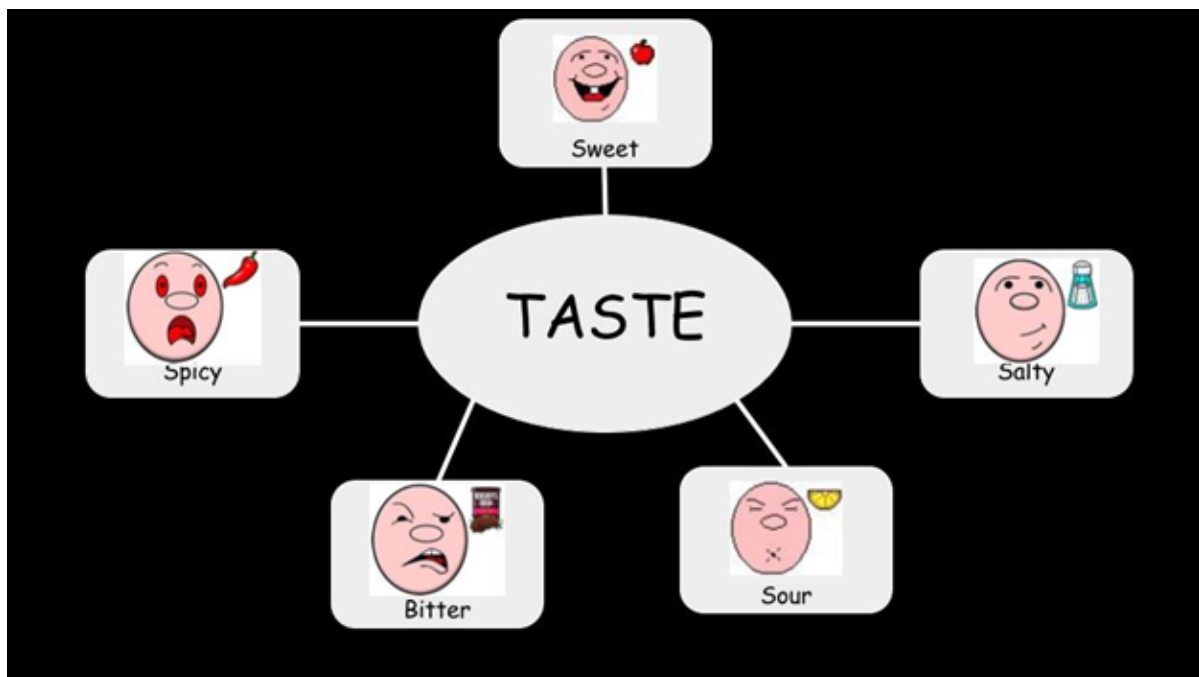
[Which one? Food quiz! Sense of Taste!](#) | courtesy of Armagan Citak

Video that describes food and how it **tastes**.

STRUCTURED ACTIVITIES

Cooking: Adults can let students help them cook and they can predict how they think the food will **taste** and why. After the food is done, they can taste test and see if their prediction was correct or incorrect.

Describing: Adults can use a visual support like the example below and facilitate a **tasting** activity with the students. Students have the option of trying each of the following types of food: dark chocolate (bitter), Jolly Rancher (sweet), Sour Punch Straw (sour), Takis (spicy) and salted potato chip (salty). Students can associate each type of food with the type of flavor by matching the food with the visual support.



ART OR SCIENCE ACTIVITIES

Art: Students can draw a picture of their favorite food, and then draw a picture of them eating it. A fill-in-the-blank sentence strip can be placed at the top of the paper that reads: "I like to eat _____. It **tastes** so _____. This is what I look like when I eat _____!" Students can reinforce their knowledge through drawing connections in art.

Science: Students can sort foods by the associated descriptive words: salty, sweet, sour, and bitter. Sorting these cards can reinforce the skill of categorizing familiar items which supports language development. This resource can be purchased by itself or in the "Senses Activity Bundle". [Resource](https://www.teacherspayteachers.com/Product/Five-Senses-Sorting-Sense-of-Taste-Activity-5188453?st=ac8bbd18cb94041a8454ca3d90ea3654) by I Believe in Montessori on TeachersPayTeachers.com

<https://www.teacherspayteachers.com/Product/Five-Senses-Sorting-Sense-of-Taste-Activity-5188453?st=ac8bbd18cb94041a8454ca3d90ea3654>



Image by I Believe in Montessori on TeachersPayTeachers.com

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen Monsters | *Toca Boca*

Monsters that snuck into the kitchen can make all types of food! Make the food and feed it to the monsters. See if they like the **taste**!

Cake Doodle | Shoe the Goose

Follow the recipe to make a delicious cake and decorate it any way you like. Lots of creative decorations and finally **taste** a piece!

My Panda Chef | BABYBUS

Fun activities for preparing and eating food. This cooking app lets students explore around the kitchen and lets the characters **taste** various foods.

WORD WALL: Create a WordWall and add '**core word in bold**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#) Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Amy Burt @ amyaburt@gmail.com. Thank you!

CORE WORD: **Dry**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this a robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments). selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

REMIND (e.g. We need to **dry** our hands after we wash them).

EXPRESS A FEELING (e.g. My throat feels **dry**).

DESCRIBE (e.g. the sand is **dry**).

INSTRUCT (e.g. We need to combine the **dry** ingredients for our cookies).

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can try different kinds of drinks (water, milk etc.) and snacks (crackers or cookies). Adults can dip cookies or crackers in milk and ask students or comment about if what they are eating is **dry** or not dry.

PLAY

Toys and Games: Adults can set up a dramatic play area in the classroom with a hair salon theme. Students can take on various roles in the salon and can pretend to cut, wash, **dry**, and style hair. Courtesy of pre-k pages



<https://www.pre-kpages.com/dramatic-play-hair-salon/>

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Mrs. McNosh Hangs Up her Wash by Sarah Weeks- courtesy of Mrs. Clark's Reading Corner](#)

<https://www.youtube.com/watch?v=u7jF0HOM1WY>

[Better Not Get Wet, Jesse Bear by Nancy White Carlstrom-courtesy of Lights Down Reading](#)

<https://www.youtube.com/watch?v=ecq0-uNQQyU>

Adults can explain to students that Jesse Bear's parents wanted him to stay **dry**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can learn about wet and **dry** using a video from Sesame Studios. This video can be used as an introduction to the word "wet" or as a model that some people like to stay dry.

[Wet and Dry | Lili & Torto's Opposite Show courtesy of sesame studios](#)

SENSORY MOTOR

Adults can create a sensory bin with dry pasta/rice etc.

Students can feel and play with the different textures of **dry** foods. Courtesy of feeding littles <https://www.feedinglittles.com/blog/sensory-play-starting-with-dry-textures>



VIDEOS, MUSIC, ANIMATED SHORTS

[Wash Your Hands-courtesy of Hooray Kids Songs](#)

<https://www.youtube.com/watch?v=evXG5Huwln0>

STRUCTURED ACTIVITIES

As an accompanying activity to *Mrs. McNosh Hangs Up Her Wash*, students can create their own items to hang on Mrs. McNosh's clothesline to **dry**. Courtesy of Eau Claire Public Library Play and Learn.



https://www.pinterest.com/pin/134756213827956134/?nic_v2=1a6YtB5kP

ART OR SCIENCE ACTIVITIES

Using cornstarch and water, students can feel what cornstarch feels like when it is **dry** and what happens to it when it when water is added, and it becomes wet.



<https://www.fantasticfunandlearning.com/o-is-for-opposites-wet-and-dry-sensory-play.html>

WORD WALL: Create a WordWall and add '**dry**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Abbie Duarte @ aduarte3@mail.sfsu.edu.

Thank you!

Abbie Duarte is a second-year student speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally

funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: **Wet**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this a robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

DESCRIBE (e.g. The dog has **wet** fur)

SHARE PHYSICAL NEEDS (e.g. My pants are **wet**, I need to change.)

INSTRUCT (e.g. Please clean that with a **wet** rag)

TELL A STORY (e.g. We went to the water park and got **wet** on the water slide!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can try different kinds of drinks (water, milk etc.) and snacks (crackers or cookies). Adults can dip cookies or crackers in milk and ask students or comment about if what they are eating is **wet** and not wet.

PLAY

Toys and Games: Students can play with sand and create sandcastles using **wet** sand. Adults can comment on what the students or model the target word on the student's device while they are building their sandcastle or playing with the sand. (e.g. the sand feels wet).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Pete the Cat: I Love my White Shoes by Eric Litwin- courtesy of Whiteboard Entertainment Studios](#)

https://www.youtube.com/watch?v=fj_z6zGQVyM

[Boo and Baa Get Wet by Olof and Lena Landsröm-courtesy of The Preschool Connection](#)

https://www.youtube.com/watch?v=fj_z6zGQVyM

[Peppa Pig: They Get Wet- courtesy of Goh Hewitt](#)

<https://www.youtube.com/watch?v=-BWgcJByY2Q>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can learn about **wet** and dry using a video from Sesame Studios. This video can be used as an introduction to the word “dry” or as a model that some people do not like to get wet.

[Wet and Dry | Lili & Torto's Opposite Show courtesy of Sesame Studios](#)

SENSORY MOTOR

Students can paint any picture of their choice with **wet** finger paints. If students do not like to paint with their fingers, they can use a brush or any other tool of their choice.

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: Singing in the Rain courtesy of Sesame Street](#)

<https://www.youtube.com/watch?v=AFYv91jG36E>

[Sesame Street: Wet Paint Courtesy of Sesame Street](#)

<https://www.youtube.com/watch?v=0xfcilXD-sg>

STRUCTURED ACTIVITIES

As an accompanying activity to Peppa Pig: They get wet, Students and adults can discuss and write about different places we can get **wet** using sentence frames. Places can include: the bath, the pool, the sprinklers, the waterpark, the lake, the beach.

ART OR SCIENCE ACTIVITIES

Adults can present students with different **wet** things (e.g. slime, water, paint) and not wet or dry things (e.g. sand, beads, clay). Students can guess if the materials will feel **wet** or not wet, then students can play with the materials to see if their guesses were correct.

USE OF APPS OR OTHER TECHNOLOGY

[Ernie's Bath time Fun](#) Students can help Ernie get his rubber ducky in the **wet** bath.

WORD WALL: Create a WordWall and add '**wet**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Abbie Duarte @ aduarte3@mail.sfsu.edu. Thank you!

Abbie Duarte is a second-year student speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: **Copy**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

ASK A QUESTION (e.g. do you need me to **copy** that?)

TELL ON SOMEONE (e.g. He's trying to **copy** my answers!)

CONFIRMATION (e.g. **Copy** that!)

INSTRUCT (e.g. Make me a **copy** of this document)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the word **copy** when working with students who are learning how to use utensils. The adult can show the student how to use the fork or spoon and say copy me.

Circle/Morning Meeting: Make a classroom job **copy** maker, this person is in charge of asking what documents need to be copied in the copy maker.

PLAY

Toys and Games: Students can **copy** the shapes on a picture on a pegboard with rubber bands. Adults can model “copy the triangle”, “copy the square”, etc.

Check out this pegboard from lakeshore:

https://www.lakeshorelearning.com/products/ca/p/DA362/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&gclid=CjwKCAjwz6_8BRBkEiwA3p02VVLx_ycmegKbt44xcrhWqfUoDdd-MVoQQkScXqeFtKbHeSpTT8Jq2hoCU-cQAvD_BwE

Recess

Adults can facilitate a game of ‘**copy** me’ Have the students take turns being the leader and having their classmates copy their movements.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Ruby the Copycat by Peggy Rathman- courtesy of [Storytime Anytime](#)
It's the first day of school, and Ruby is new. When her classmate Angela wears a red bow in her hair, Ruby comes back from lunch wearing a red bow, too. When Angela wears a flowered dress, suddenly Ruby's wearing one, too. Fortunately, Ruby's teacher knows a better way to help Ruby fit in-- by showing how much fun it is to be herself! Read/listen along and talk about all the things that Ruby tries to **copy** from Angela.

https://youtu.be/_h7VlfH8i8Q

Don't Copy Me by Johnathan Allen- courtesy of [Bookworms & Stories](#)
It's Little Puffin's turn to say the words ‘Don't Follow Me’ as three cheeky gull chicks follow him around, imitating his every word and step. And the more the puffin protests, the more the gulls enjoy their silly game. Can Little Puffin find a way to turn his frustration into a clever plan? Read/listen along and talk about all the ways the gulls **copy** the little puffin.

https://youtu.be/HGe3TvvFb_M

The Word Collector by Peter H. Reynolds- courtesy of [Storytime Anytime](#)
Jerome discovers the magic of the words all around him -- short and sweet words, two-syllable treats, and multisyllable words that sound like little songs. Words that connect, transform, and empower. Read/listen along and talk about all the words that Jerome makes a **copy** of to add to his collection!

<https://youtu.be/gmqTgDoWOC8>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can talk to students about how helpful it can be to **copy** notes for their classmates.

Students can tell their friends not to **copy** them when they are taking a test. Students can talk about how other people keep trying to copy their style.

SENSORY MOTOR

Simon Says: Adults can have the student(s) copy their movements similar to Simon says but just the adult can model "**copy** me" once the students understand the rules, each person can take turns being the leader and the others can copy the leaders movements when they use the phrase "copy me."

Obstacle Course: Adults can set up an obstacle course and model the word **copy** while going through the different activities. The student would copy the adult's movements and do what they do. Switch roles and have the adult copy the student's movements through the course.

Play Dough: Adults can make simple shapes and models with playdough and ask students to **copy** their shapes as best as possible.

VIDEOS, MUSIC, ANIMATED SHORTS

[Follow Me-Kids Songs- Courtesy of Super Simple Songs](#)

Model the word copy to have students **copy** the movements in the video.

<https://youtu.be/hW2DDGX7Tcc>

STRUCTURED ACTIVITIES

Students can ask their friends or peers to **copy** the notes from a class that they have to miss. Students can comment on how they don't like it when people **copy** their work and talk with each other about the importance of creating your own work and not copying others.

Try this free resource for practice! <https://oakdome.com/k5/lesson-plans/word/copy-and-paste-living-things.php>

ART OR SCIENCE ACTIVITIES

Students can create their own painting or drawing and share with others in the class to see how many classmates can **copy** their artwork.

Adults can lead a drawing activity and model **copy** while describing each part to the drawing (e.g. copy this line, copy my shadowing)

USE OF APPS OR OTHER TECHNOLOGY

Practice using the **copy** tool on the student's computer. Copy pictures, copy text, copy everything!

Adults can teach students how to make copies using the **copy** machine. Talk about how to copy, how many copies are needed, if the copy is color or black and white.

WORD WALL: Create a WordWall and add '**Copy**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. [Try the Wet, Dry, Try Method for a hands-on approach.](#)

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#) Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ Kelseyrobin.ccc.slp@gmail.com. Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about

preschool and providing access to communication systems as early as possible.

Follow her on YouTube @

<https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and

check out her materials in her Boom Cards store @

<https://www.boomlearning.com/author/rockin.robin.slp>

Thank you!

CORE WORD: **Pour**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

INSTRUCT (e.g. **Pour** it into the glass)

SHARE INFORMATION (e.g. I **pour** water into my plants)

GET HELP (e.g. Can you **pour** for me?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can practice the core word, **pour**, when at mealtime or snack time when they need to pour their drink, or if they are pouring an ingredient onto another (e.g. I pour my milk, I pour the ketchup, can you pour this for me, you pour it). Adults can facilitate use of the core word by using phrases such as: I will pour the water; I need to pour this onto my food.

Adults can model and point to communication devices to support students' sharing about how they pour things or what they **pour** (e.g. Adult says, "You pour," "You pour water in the cup"). Students can use their communication device and gesture to share how they pour.

Cooking: Adults can do a cooking project that requires pouring liquids or different ingredients, like making chocolate milk. Adults can model the core word, **pour**, as they cook or have students use the core word while they help make the item (e.g. You pour the milk, pour in water, you pour, can you help me pour).

PLAY

Toys and Games: Students can use **pour** when they are pouring a game or toys onto the ground out of the container. Adults can model the word on the communication device and using their voice, “you pour the toys out!”

Pretend Play: Adults can have students use a pretend kitchen set or kitchen materials and make an imaginary meal like a cake. Adults can model the core word, **pour**, using phrases like: “let’s **pour** in sugar!” “we should pour chocolate milk into our mix!”

Recess

During recess, students can play in the sandbox with toys and practice using the core word, **pour**, when pouring sand in/out of a bucket.

Adults could bring out a bag of small items (e.g. bouncy balls, plastic ball pin balls, tennis balls) and then **pour** them out at the top of the slide so they fall down. Adults can facilitate students practicing the word pour, by prompting the student to use phrases like, “pour/pour them/pour it” before releasing the toys down the slide.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Mother’s Day Mix Up by Iza Wojciechowska Courtesy of: Curious World](#)

<https://youtu.be/d4OUMbAdpzQ>

[It’s Raining, It’s Pouring by Kin Eagle, Courtesy of Donna Rhodenizer](#)

https://youtu.be/619pyZoz_Vc

[Cook in a Book: Pancakes! An Interactive Recipe Book Illustrated by Lotta Nieminen, Courtesy of AlexTV ALEX TV YouTube Channel](#) (Most of the books in the series, Cook in a Book, include pour).

<https://youtu.be/V8gDOswT96A>

[Hey Water by Antoinette Portis Courtesy of Lights Down Reading YouTube Channel](#)

<https://youtu.be/u7XN3k6kcEg>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can have a tea party (either pretend or with their drink of choice). Students can be prompted to use the word, **pour**, when using a teapot to pour a drink for their friends (e.g. You pour it, Can you pour me some tea, I pour it).

SENSORY MOTOR

Students can pour colorful sand into different sections to create an image. Practice the core word during the activity by prompting students to use the word as they pour their sand onto the page. Adults can also model the word with a communication device and their voice: e.g. Let's pour the sand! I pour it, I pour red sand. (Activity instructions and photo courtesy of learning4kids.net)



<https://www.learning4kids.net/2016/03/13/creative-sand-art-activity/>

VIDEOS, MUSIC, ANIMATED SHORTS

[I'm A Little Teapot Nursery Rhyme Courtesy of Pinkfong! YouTube Channel](#)

https://youtu.be/mdu5lLpMH_w

[Omelette from Madeline Sharafian Animated Short Courtesy of Julia Julia YouTube Channel \(This wordless animated short has opportunities to see food ingredients being poured, rain pour, etc.\)](#)

https://youtu.be/OCp_G6J0m6g

[Let's Water The Plants Today Song Courtesy of Jelly Surprise Toys YouTube Channel \(Video shows a girl pour water onto plants\)](#)

<https://youtu.be/eg21PmZL1Ao>

[First Person Point of View video of Plants Getting Watered Courtesy of Relaxed YouTube Channel](#)

<https://youtu.be/UZr7jzskYIQ>

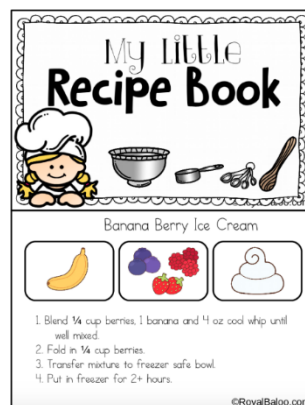
STRUCTURED ACTIVITIES

Adults can explicitly teach the word “pour”, what it means, and have a discussion. For part of the discussion, adults can use Predictable Chart Writing which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Predictable Chart Writing

I pour _____ in my cup.
I pour _____ on my cereal.
I pour _____ on my pancakes.
I pour _____ on my plants to help them grow.
I like to pour myself _____ to drink.

Have students create their own recipe page or small recipe book. Adults can provide a simple recipe for students and have them decorate the recipe page and practice writing the steps. Ensure the recipe they are using, involves at least one step that requires the core word, **pour**. The recipe can be something simple like a Snack Mix. These recipes require no cooking, and the main steps are to pour different ingredients into a bowl. The link below provides a free printable cookbook template. (Image and link courtesy of royalbaloo.com)



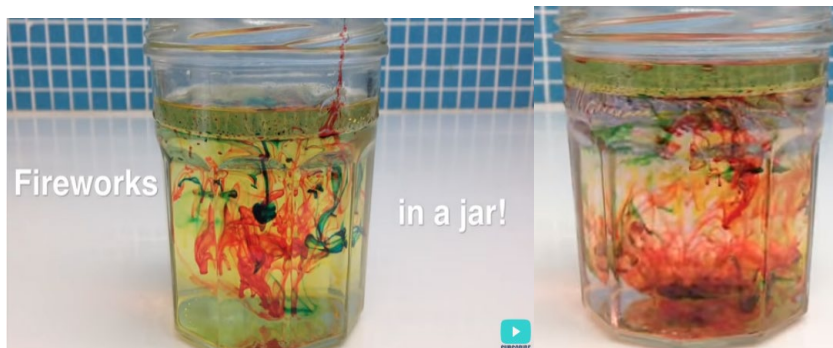
https://royalbaloo.com/my-first-recipe-book-printable-for-charity/?utm_source=twitterfeed&utm_medium=facebook

ART OR SCIENCE ACTIVITIES

Pour your own rainbow in a glass! This activity has ample opportunities for students to **pour** ingredients together. Adults can also model the word for students using a communication device and their voice throughout the experience. The experiment involves melting the coloring off of skittles in separate cups, then slowly pouring each layer of color into a glass to create a rainbow. Adults can facilitate students practicing the core word while having them help out during steps that include pouring. Link below for experiment instructions. (Instructions for activity courtesy of sciencefun.org)

<https://www.sciencefun.org/kidszone/experiments/rainbow-in-a-glass/>

Make your own water fireworks. This science experiment involves pouring different ingredients into a clear container, with food coloring. The food coloring moves about the water mixed with oil and creates a swirling, firework type display. Students can use the core word as they pour the ingredients into the containers, and adults can model the word pour throughout the experiment. (Instructions and images courtesy of Kidspot YouTube Channel and Kidspot.com.au).



<https://youtu.be/JgNOuNh0Okq>

Pour paint activity. Adults can help students pour different color paints into a cup. Then a canvas is placed over a cup and the cup is flipped upside down. Then, the student lifts up the cup and the paint pours across the canvas. (Activity instructions in the link and images courtesy of Mama Smiles - Joyful Parenting YouTube Channel).



<https://youtu.be/uxyajg2vPZw>

Below is a video compilation of different liquid-based arts and crafts to create with a student. For distance learning, adults can play part of the video for a student to watch. Since the crafts are liquid based, there are many opportunities to model or facilitate use of the core word, **pour**. (Video and photo courtesy of Slick Slime Sam YouTube Channel).



<https://youtu.be/ncJBmfcizA0>

USE OF APPS OR OTHER TECHNOLOGY

Google Slides: Google slides is a great, free tool to create activities that can also be used for distance learning. Adults can create a slideshow showing pictures of different things getting poured out or make up a story about the word **pour** (e.g. a story about rain pour, how to pour ingredients) Write the word, mix, on each slide in different types of sentences. Adults could also make a slideshow about different dog breed mixes. For example, adults can show a photo of a Pomeranian and a Husky and say, “when you mix these two dogs, you get a Pomsky puppy!”

Bubble Tea! App by Sweet Satisfaction: Use this free app to **pour** ingredients together to create a bubble tea with students. Students can use the app to match different ingredients that are poured and then together to create a delicious drink.

Mix Colors! App by Casual: Use this free app to **pour** two colors together to create a new color!

Blendy! Juice Simulation App by Lion Studios: This free app allows students to put ingredients in a blender, mix them together, and then **pour** it out into a glass to serve their smoothie. (Images courtesy of Blendy! Juice Simulation app)



WORD WALL: Create a WordWall and add 'pour' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact **Andriana Nikolau @ andriananikolau@gmail.com**. Andriana Nikolau is a former SLPA and currently a graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Andriana is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the Nika project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: **Mix**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

INSTRUCT (e.g. Now **mix** the ingredients)

ASK QUESTIONS (e.g. What do we **mix** together?)

DESCRIBE (e.g. There was a **mix** up)

SHARE INFORMATION (e.g. Let's **mix** it up!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can practice using **mix** during snack and mealtimes when they need to mix a drink, or mix ingredients (e.g. I mix my drink, You mix, I mix the ketchup, I mix the yogurt. Adults can use the core word by asking, "what did you **mix** into your food," "should we mix the bowl."

Circle: When leading an activity, adults can facilitate use of the word **mix**, by saying phrases such as, "let's mix it up" and have students sit in a new spot or do something out of the usual order.

Washing Hands: When students have to wash their hands, adults can model the word **mix** on the communication device and with their voice, saying “mix up the soap in your hands!”

Cooking: Adults can do a cooking project that requires mixing ingredients to make an item. For example, if you make a salad you have to mix the ingredients all together. Or adults can add food coloring drops to frosting, and then model that they have to **mix** it all together.

PLAY

Toys and Games: Adults can model the core word on the communication device and with their voice when using toys and games that have many pieces, to **mix** them up. For example, if a student is completing a puzzle, the adult can say, “let’s mix up the pieces!”

Pretend Play: Adults can have students use a pretend kitchen set or kitchen materials and make an imaginary meal like a cake. Adults can model the core word, **mix**, using phrases like: “let’s mix the batter!” “we should mix it up!”

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Mix It Up by Henre Tullet, Courtesy of: Art With Mrs. F](#)

<https://youtu.be/WLxFNtNZa4E>

[Mixed: A Colorful Story by Arree Chung, Courtesy of Jana's Bananas Storytime](#)

<https://youtu.be/U1ee0ZZ4WyU>

[Mother's Day Mix Up by Iza Wojciechowska, Courtesy of: Curious World](#)

<https://youtu.be/d4OuMbAdpzQ>

[Jumbled Jungle By Keith Faulkner, Courtesy of: Lucky Penny Shop](#)

<https://youtu.be/6qufWXZUoFO>

[The Color Monster by Anna Llenas, Courtesy of: Storytime With Elena](#)

<https://youtu.be/PWujGPb6mgo>

[Mix and Match Animals By Migue Moriuchi, Courtesy of Lori Sacrey](#)

<https://youtu.be/YVdn8kbbGIU>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can interact with painting materials and comment to one another about **mixing** the paints and making colors (e.g. “I **mix** blue,” “I **mix** the paint” “what did you mix?”) Adults can model comments and point to communication devices to support students adding to the conversation.

Below is a Point of View Video of someone cooking Creme Brulee. Students can watch this video, or a video of people cooking and see how ingredients have to be mixed together. Adults can facilitate use of the core word by adding comments such as: He has to **mix** the eggs, what will this mix make, he uses a spoon to mix it. (Video courtesy of Meow Capone Channel.)

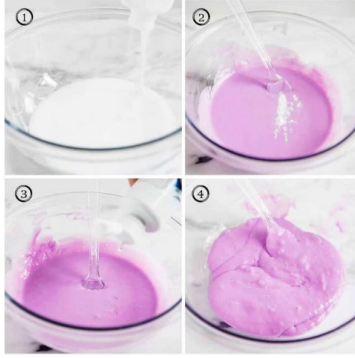
https://www.youtube.com/watch?v=uRewlZGaDQU&ab_channel=MeowCapone

Below is a video compilation of different paint colors getting mixed together. Adults can watch with students and model the core word saying phrases such as: Wow, look how the colors mix! What color will they make if they mix? There is glitter in the mix! (Video courtesy of DipYourCar YouTube Channel.)

<https://youtu.be/IfLnRiJxKDE>

SENSORY MOTOR

Students can create their own slime and practice the word **mix** as they mix the ingredients together to create the slime. To color the slime, adults can also choose to mix two different primary colors to create a new color. Link below for homemade slime recipe and instructions. (Image and project instructions are courtesy of iheartnaptime.net).



<https://www.iheartnaptime.net/homemade-slime/>

Make your own sensory bin for a student that mixes different items together, such as a sensory bin of different types of beans. Students can practice the word as they **mix** in each different item and combine them all by mixing with their hands. Link below for creating your own sensory bin with beans. (Image and project instructions are courtesy of learning4kids.net)



<https://www.learning4kids.net/2014/09/28/mixed-beans-peas-sensory-tub/>

VIDEOS, MUSIC, ANIMATED SHORTS

[Primary Colors Song By Sesame Studios](#)

<https://youtu.be/v9glj0j7Ba0>

[Three Primary Colors by OK GO on Sesame Street](#)

<https://youtu.be/yu44JRTixSQ>

[The Mixed-Up Chameleon by Illuminated Films](#)

<https://youtu.be/FrmZeXf7ScU>

[Heads and Tails by Courtney Acampora](#)

<https://youtu.be/JJ0QFnjxsE4>

[Mickey Mouse Mixed-Up Adventures Theme Song by Disney Junior](#)

<https://youtu.be/-0AYFetL3P4>

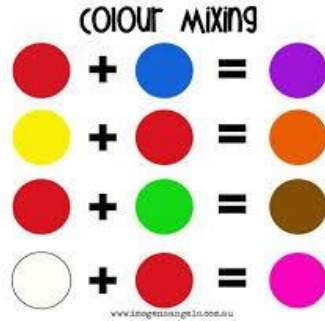
STRUCTURED ACTIVITIES

Students can play the hand clapping game, patty cake, together or with an adult. Adults can alter the lyrics to use the core word, **mix**. While doing the clapping game, change the gesture to model mix as if mixing a bowl. The lyrics could be changed to: Pat-a-cake Pat-a-cake, baker's man. Bake me a cake as fast as you can. Mix it (use mixing gesture)! Roll it! And mark it with a _____. Put it in the oven for ___ and me!

Have students create their own recipe page or small recipe book. Adults can provide a simple recipe for students and have them decorate the recipe page and practice writing the steps. Ensure the recipe they are using, involves at least one step that requires the core word, **mix**. The recipe could also be something similar to a Trail Mix or Snack Mix. These recipes require no cooking, and the only major step is to mix all the ingredients together. (Image courtesy of Sunnydayfamily.com)



Create a structured activity around what colors mix together to make a new color. Adults could create a worksheet that shows how two different colors mix to create a new one. For example, the sheet could have pictures of RED + BLUE = _____ when they mix. (Image courtesy of rockcreekpizzaco.com).



ART OR SCIENCE ACTIVITIES

Students can **mix** different paint colors to create new ones and practice the core word (e.g. I mix red and blue to make purple, I mix the colors, I mix these.) Link below to paint color mixing activity. (Image and project instructions are courtesy of learning4kids.net)



<https://www.learning4kids.net/2015/08/25/primary-colours-squishy-bag-experiment/>

Make your own exploding volcano! Adults can create a volcano by mixing ingredients such as vinegar and baking soda in a large soda bottle. When preparing the materials, adults can model the word **mix** as they prepare and combine all the necessary ingredients (e.g. First, I mix in the soap. Next, I mix it all together, What will happen when I mix in this?) Link below for experiment instructions. (Instructions for activity courtesy of sciencefun.org)

<https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/>

Mix your own rainbow in a glass! This activity has ample opportunities for students to **mix** ingredients and colors together. Adults can also model the word for students using a communication device and their voice throughout the

experience. The experiment involves melting the coloring off of skittles in separate cups, then slowly adding each layer of color into a glass to create a rainbow. During the experiment, there are many steps that include mixing. Adults can have students practice the core word while having them help out during steps that include mixing. Adults can also model the word by adding phrases describing how the colors do not mix (e.g. See the rainbow, the colors did not mix together.) Link below for experiment instructions. (Image and instructions for activity courtesy of sciencefun.org)



<https://www.sciencefun.org/kidszone/experiments/rainbow-in-a-glass/>

Mix your own pretend potions with students. Use the link provided below to get ideas of different potions you can **mix** together with students. Or, if distance learning, simply play the video and then have a discussion on what was mixed together. (Idea and YouTube video created by Scishow Kids YouTube Channel).

<https://youtu.be/nMSv4FrbECU>

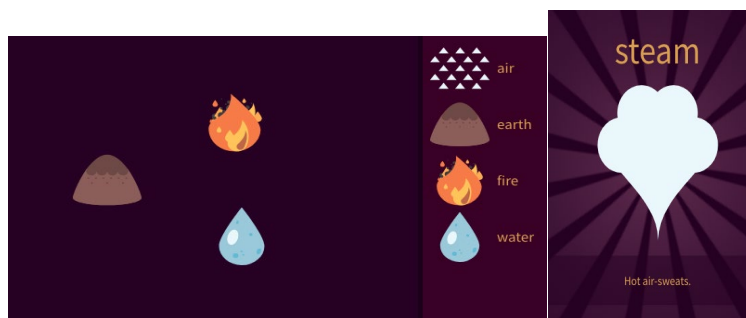
USE OF APPS OR OTHER TECHNOLOGY

Google Slides: Google slides is a great, free tool to create activities that can also be used for distance learning. Adults can create a slideshow or story of different things that **mix** together (e.g. soap and water, colors that mix together to create new colors, ingredients that make up a food.) Write the word, mix, on each slide in different types of sentences. Adults could also make a slideshow about different dog breed mixes. For example, adults can show a photo of a Pomeranian and a Husky and say, “when you mix these two dogs, you get a Pomsky puppy!”

Bubble Tea! App by Sweet Satisfaction: Use this free app to mix your own bubble teas together. Students can use the app to match different ingredients that are mixed together to create a delicious drink.

Mix Colors! App by Casual: Use this free app to pour two colors together, that are then mixed together to try and match the sample color shown.

Little Alchemy 2 App by Jakub Koziol: This free app allows students to take different elements, mix them together, and see what is created from the two. Once two items are mixed, they create a new element that can be used in play. For example, fire can mix with water to create steam. The app also includes an encyclopedia of the items in the game and provides information on them. (Images courtesy of Little Alchemy 2 App)



Blendy! Juice Simulation App by Lion Studios: This free app allows students to put ingredients in a blender, mix them together, and then create a smoothie. (Images courtesy of Blendy! Juice Simulation App)



WORD WALL: Create a WordWall and add 'mix' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Andriana Nikolau @ andriananikolau@gmail.com](mailto:andriananikolau@gmail.com). Andriana Nikolau is a former SLPA and currently a graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Andriana is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the Nika project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: **Stir**

For Educators, Related Service Providers and Parents

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. AAC systems need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

INSTRUCT (e.g. **Stir** until smooth.)

EXPRESS OPINIONS (e.g. I don't like to **stir** the pot. I like to follow the rules.)

ROUTINES AND SCHEDULES

Snack/lunch: Students can identify food items that can be **stirred**, e.g. yogurt, applesauce, chocolate milk, etc.

PLAY

Toys and Games:

[Dramatic play stir fry](#) – Pretend to make a stir fry in a play kitchen. Use a toy set like this one or just use your imagination. You can make anything that requires you to stir. Add lots of different ingredients from the play kitchen.

<https://www.amazon.com/Learning-Resources-New-Sprouts-Stir/dp/B00OZTHPJQ>

Recess

Students can **stir** the bubble mixture with the wand while blowing bubbles.

READING

Here are some suggested books on YouTube that can assist in teaching the core word: **Stir**

Mix It Up | Henre Tullet | [Read Aloud by Art with Mrs. F](#)

See what happens when you mix the colors. Model each time you have the students mix or **stir** the colors together.

<https://youtu.be/WLxFNtNZa4E>

Stir Crack Whisk Bake: A Little Book about Little Cakes | America's Test Kitchen Kids | [Read Aloud by Ananim Classroom](#)

<https://youtu.be/HYdMD2OHMeY>

SOCIAL INTERACTIONS AND VIDEO MODELING

Quick Words – ‘Stir the Pot’ | Maple Leaf ESL | [YouTube video](#)

This ESL lesson explores the expression **stir** the pot. “Jake is always stirring the pot in class. He got us all in trouble with the teacher last week.”

<https://youtu.be/D1zFg-h3eRo>

SENSORY MOTOR

Make a stirring station for students to stir different textures with different tools. Have a variety of textures including liquid, sand, flour, beads, etc. For the tools gather a whisk, fork, straw/stick, or different sizes of spoons.

STRUCTURED ACTIVITIES

Stir the Pot Writing Assignment: Students can write an op-ed piece for class, the school newspaper, or the local newspaper. This is a chance to stir the pot. Students should write about something that matters to them—something from their experience as students that they feel needs to be addressed. Considering stirring the pot by writing letters to elected representatives, school administration, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

Sesame Street: Stir Fry with Brussels Sprouts | courtesy of Sesame Street | [YouTube video](#)

This time Cookie Monster didn't eat the ingredient because it's Brussels sprouts!

<https://youtu.be/dJQ8hYdxXv8>

Every "SHAKEN, NOT STIRRED" James Bond Line (1962-2020) | courtesy of TheProGamerJay | [YouTube video](#)

For any James Bond fan, this video is a compilation of every time the line "shaken, not stirred" is used in the franchise.

<https://youtu.be/wa7U9uHI0Zc>

Stir It Up | courtesy Bob Marley | [YouTube video](#)

Lyrics include: Stir it up, little darlin', stir it up, me on, baby / Come on and stir it up, little darlin', stir it up, oh-oh

<https://youtu.be/S3UqvWk8-uw>

Older students

Stir Fry | courtesy of Migos | [YouTube video \(clean version of song\)](#)

The chorus has "stir fry" 4+ times. Please preview the song and use your clinical judgment regarding appropriateness based on age, maturity, etc. I would NOT recommend the uncensored version.

<https://youtu.be/jxc4e92roHc>

ART OR SCIENCE ACTIVITIES

Science experiment: [Slime recipe](#). Follow this recipe to stir the ingredients together to make slime!

Courtesy of home science tools

<https://www.homesciencetools.com/article/how-to-make-slime/>

Art project: "Mix It Up" inspired Art project. Read Henre Tullet's book Mix It Up then try this art project. Pour a quarter-sized dot red, blue, and yellow paint on a paper plate. Students can use Q-tips to stir together the colors to see what secondary colors they can make.

USE OF APPS OR OTHER TECHNOLOGY

Cooking Games Kids – Jr Chef | courtesy of Cupcake Maker Baking Girls Boy | [App Store](#)

In this app, students can have fun mixing all the ingredients, which include pouring milk, cracking eggs, adding flavor & much more. Mix up all the ingredients with a wooden spoon. The vivid sounds and intuitive game play will appeal to children of all ages.

<https://apps.apple.com/us/app/cooking-games-kids-jr-chef/id950594073>

WORD WALL: Create a WordWall and add **'stir'** to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Cook**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

REQUEST (e.g. can you **cook** dinner tonight)

ASK QUESTION (e.g. should we **cook** or get takeout?)

DESCRIBE (e.g. She's a really good **cook**!)

COMPLIMENTS (e.g. You're a great **cook**!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can talk about what they are going to **cook** for snack/meal (e.g. I'm going to cook rice) or ask the students what they want to cook (e.g. should we cook rice?)

Circle: During circle, students can talk about what they want to **cook** for dinner tonight.

PLAY

Toys and Games:

Who doesn't love some pretend play with food and cooking! Gather your fake food (or real nonperishables) and pots and pans (real or toys) and get cooking! Talk about what you are going to **cook**, what you like to cook, what you don't like to cook, etc.

Another favorite pretend play scheme is a restaurant! Decide who is going to be the **cook** and what the cook likes to cook for the guests!

For a fun pretend kitchen check out this wooden version from Melissa and Doug; <https://www.melissaanddoug.com/cooks-corner-wooden-play-kitchen/3950.html>

Or this pretend diner that has both a place to cook and a place to eat: <https://www.melissaanddoug.com/star-diner-restaurant/3951.html>

Check out this site for some of the top rated play food toys: <https://www.melissaanddoug.com/star-diner-restaurant/3951.html>

Recess

With some adult assistance, students can **cook** mud pies after a rainy day or with some water brought from inside.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Little Chef by Elisabeth Weinberg & Matt Stine- Read aloud by [Storytime Pals](#)
In honor of the special day, Lizzie wakes up super early, as any good chef should, to **cook** the perfect meal for her grandmother, whom Lizzie lauds as the greatest chef in the world. Read/listen along and talk about how Lizzie cooks!
<https://youtu.be/rY3MMdHrOHE>

Stone Soup by Marcia Brown- [Read aloud by Kidlit TV](#)
This story, about three hungry soldiers who outwit the greedy inhabitants of a village into providing them with a feast, is based on an old French tale. Read/listen along and talk about all the ingredients the soldiers gather to cook their stone soup.
<https://youtu.be/dqbWMIQyEK8>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can talk with students about what they like to cook at home and ask students if they like to cook. They can talk about who is the best cook in the group and who is the worst cook. If someone doesn't like to cook they can talk about why they don't like to cook. People who really enjoy cooking can talk about why they like cooking.

SENSORY MOTOR

Cookie cook: premake a basic cookie dough and let students touch and explore different spices (cinnamon, nutmeg, vanilla) toppings (chocolate chips, raisins, sprinkles), they get to **cook** their cookies once they've added everything they want.

Modeling Clay: Play with modeling clay until the student has created a desired model or shape, then **cook** the clay until it is hard!

VIDEOS, MUSIC, ANIMATED SHORTS

Head to YouTube and watch one of the many kids cooking shows available and talk about who is the best **cook**, what they are going to cook, how to cook different things, etc.. Check out "This Cali kid can cook" for some fun examples- https://youtu.be/e_4o3dFiyog

Watch this clip of the Disney film Ratatouille for some fun examples of how to cook!

<https://youtu.be/bM1KCThsSj4>

STRUCTURED ACTIVITIES

Adults can set up a cooking class for students. Before the actual cooking, have students talk about what they want to cook, why they want to cook a certain food, if everyone wants to cook the same food or if they should cook different foods. On the cooking day, make sure to have all ingredients ready to go so you can get cooking and talk about being a cook in the kitchen!

ART OR SCIENCE ACTIVITIES

Read a recipe and have students draw one of the steps to the recipe to help people cook the recipe.

Adults can set up a cooking experiment with chemistry. Add baking soda to one cupcake recipe and don't add baking soda to another, cook both batches and see the difference! Check out this YouTube video for example of this experiments: <https://youtu.be/BNAKoeCNPoE>

USE OF APPS OR OTHER TECHNOLOGY

Cooking Fever by Nordcurrent UAB Play as the cook at a diner, cooking up orders as fast as you can to keep your customers happy. Best used for slightly older students.

Google Store:

https://play.google.com/store/apps/details?id=com.nordcurrent.canteenhd&hl=en_US&gl=US

Apple Apps store: <https://apps.apple.com/us/app/cooking-fever/id714796093>

CookingMama by Office Create Corp

Cook up some fun meals in this app that also lets students practice fine motor plans by slicing and chopping various ingredients.

Apple app store: <https://apps.apple.com/us/app/cooking-mama-lets-cook/id987360477>

WORD WALL: Create a WordWall and add '**core word in bold**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ Kelseyrobin.ccc.slp@gmail.com.

Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about preschool and providing access to communication systems as early as possible.

Follow her on YouTube @

<https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and

check out her materials in her Boom Cards store @

<https://wow.boomlearning.com/author/rockin.robin.slp>

Thank you!

CORE WORD: **Bake**

For Educators, Related Service Providers and Parents

Monthly strategy blurb here

Hyperlink helpful links if applicable

WAYS WE CAN USE THE WORD

GIVE INSTRUCTIONS (e.g. **bake** 5 minute, pie need **bake** more, **bake** in oven)

TELL A STORY (e.g. mom **bake** pumpkin pie, **bake** in hot sun, **bake** party)

COMMENT (e.g. yum good **bake**, smell cookies **baking**, **bake** near campfire)

DIRECT ATTENTION (e.g. bread done **bake**, finish **bake** it hot!)

MAKE CHOICES (e.g. like **bake** potato, **bake** pizza today,

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can explore how baked foods look, smell, taste, feel in their hands, and feel in their mouth, sounds when they eat it. This can include food they might eat at different meals – e.g. bread, baked mac-and-cheese, baked potato, cookies etc. Adults can buy these foods pre-made and warm them up, they don't have to be home made.

Adults can talk about how baked foods look, taste, smell, feel and sounds (e.g. “**Baked** food feels hot in my hand”, “outside ihard, and inside soft”, “all taste different”). Adults can model descriptions on the student's device.

Circle:

“Ready to Bake” Theme

Adults can print big pictures of a kitchen and baking items (pan, timer, oven mitts, ingredients etc.). Adults can also bring these actual items to the circle for students to explore.

Students can give instructions if they need to “get ready to **bake**” by completing a sentence starter (e.g. “I need ____.”) As students tell what they need, adults can add those items to the kitchen picture.

PLAY

Toys and Games:

Students can play with “Bake Time” themed dress up materials, like aprons, oven mitts and timers. Materials can include roles for “baker” and “timer.” “Baker” put food in the toy oven. “Timers” get their friend’s attention when the time is up (e.g. tell “done **bake!**” or show them the timer).

Adults can model ways to get a friend’s quickly (e.g. saying their friend’s name loudly).

From *Made By Joel*: Shoebox Oven idea

<http://madebyjoel.com/2014/01/diy-shoebox-pizza-oven-toy.html>



Recess

Students can feel toys before and after they sit out in the sun or shade. At the end of recess, students can put them in special buckets: one for the “hot **baked**” toys and one for “not-**baked**” toys. Fun toys for this activity might be made of a variety of materials. While collecting the toys in the activity, adults can model surprised comments (e.g. “wow the sun **baked** this ball”).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Pete the Cat's Groovy Bake Sale by James Dean from YouTube: Read Tia Carla](#)

<https://www.youtube.com/watch?v=ZL4xuwle804>

[Sun Bread by Elisa Kleven from YouTube: Prarie Loft](#)

<https://www.youtube.com/watch?v=KWkcM2C5pW8>

[How to Bake an Apple Pie and See the World](#)

<https://www.youtube.com/watch?v=w03XWpdfKRE>

[If You Give a Moose a Muffin by Laura Numenoff](#)

https://www.youtube.com/watch?v=PBIXvIO_RBs

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can have a bake sale (even just at home with family!). Adults can provide students with a list of the baked goods. Students can show this when customers ask what they have for sale. Students can also start a conversation with a customer by sharing information (e.g. “I **bake** today”, “1 dollar **baked** good”), and recommend their best baked good (e.g. “love **bake** cupcakes”).

Adults can preview words that are likely come up, and help the students find these on their talker.

(Free) 10 Simple, Fast, No-Bake Dessert Recipes for Students with AAC Visuals CORE vocab by SLP Materials from Teacher Pay Teachers

<https://www.teacherspayteachers.com/Product/10-Simple-Fast-No-Bake-Desert-Recipes-for-Students-with-AAC-Visuals-CORE-vocab-3209027?st=6b6adec3b7bd2cfd3e803a60063a4dcf>

SENSORY MOTOR

Students can roll up snug in a blanket and roll into a sensory “oven.”

Adults can set up a big cardboard box or blanket fort to be a sensory “oven.” Adults can add sensory experiences to make the inside of the fort warm, for example warm lamps, a hairdryer, and a hot-water-bottle. Adults can set a timer and when the timer goes off, the student rolls out of the sensory “oven”

Adults can model playful language like “**bake** me” “I’m done **baking**” and point to the student’s device. When students request “**bake** me”, adults can expand the request to include directions about bake time (e.g. “**bake** you 5 minutes”)

Starter Ideas for Building a Blanket Fort from WikiHow

<https://www.wikihow.com/Make-a-Blanket-Fort>

STRUCTURED ACTIVITIES

Students can read a book about bake sales (e.g. Pete the Cat’s Groovy Bake Sale by James Dean). Adults can read the story and ask students questions as they read.

Students can write sentences about what they can sell at a bake sale using a sentence starter (e.g. “I can bake…”).

Adults can provide visuals of baked-good options from the book and that the child likes eating/baking. Students can read out their sentences with adults modeling and pointing to the student’s device.

ART OR SCIENCE ACTIVITIES

Students can make DIY Shrinky Dink Art: students can color on a piece of #6 plastic, then adults can bake the plastic in the oven. The plastic will shrink in the oven and make a fun little baked art piece.

Students can watch through the oven door as the plastic changes shape.

Adults can make a visual step-by-step of the instructions (see app link below), and support students directing each step of the project (e.g. turn-on oven, cut plastic, color it, put on pan, **bake** 3 minutes, done **baking**, wait, don't take it hot.)

DIY Shrinky dink project from EnviroMom, using common household items

<https://enviromom.com/diy-shrinky-dinks-from-plastic/>

App that makes visual schedules: *FTVS HD – First Then Visual Schedule HD* by Good Karma Applications, Inc, <https://appsto.re/us/szGmL.i>

USE OF APPS OR OTHER TECHNOLOGY

FTVS HD – First Then Visual Schedule HD by Good Karma Applications, Inc, <https://appsto.re/us/szGmL.i>

Easy-Bake Treats! by Hasbro, Inc., <https://appsto.re/us/shBLB.i>

Shiny Bakery by Shiny Things, <https://appsto.re/us/thd6Q.i>

VIDEOS, MUSIC, ANIMATED SHORTS

[Cook by PinkFong from YouTube: PinkFong! Kids' Songs & Stories](#)

https://www.youtube.com/watch?v=MnS3nym_x-c

[Pat-A-Cake from YouTube: Super Simple Songs – Kids Songs](#)

<https://www.youtube.com/watch?v=jdg50KzCR9w>

[Down at the Bakery Song by Kiboomers from Youtube: Kiboomers Kids](#)

https://www.youtube.com/watch?v=zPfn_sxQpwk

WORD WALL: Create a WordWall and add '**bake**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working to promote student confidence by sharing their work and learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: **Bored**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

SOCIAL: Expressing feeling/emotion (e.g. I am **bored!**)

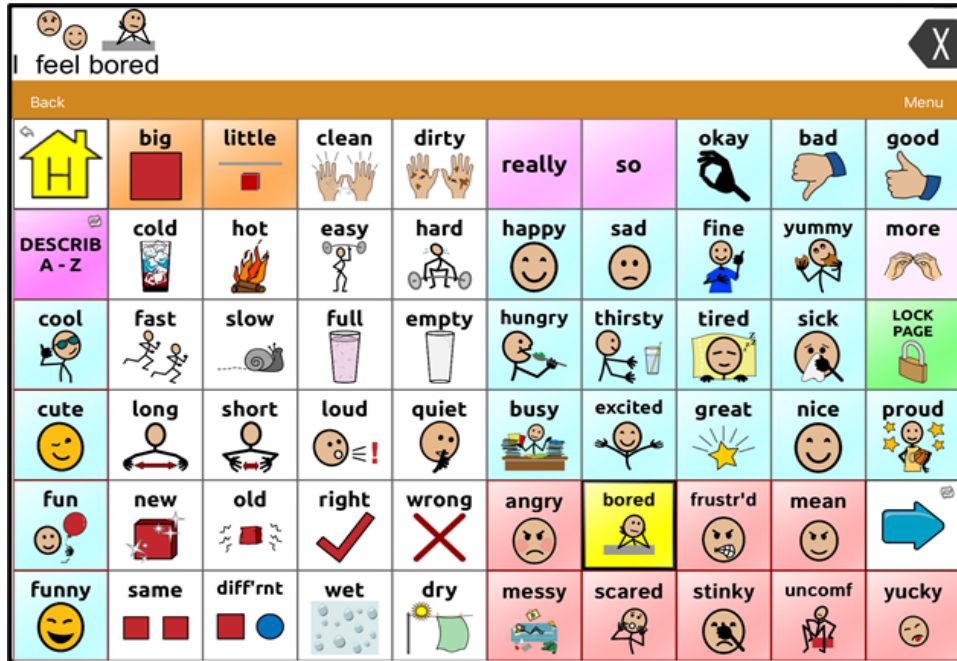
SHARE INFORMATION: Describe others/the environment (e.g. She is **bored.**)

COMMENT: (e.g. I am so **bored!**, They look **bored.**)

GOSSIP: (Why is she **bored?**).

ROUTINES AND SCHEDULES

During the day - do check-ins with students to see how they are feeling. You can ask the students to identify if they feel different emotions, one of which can be **bored**. If the student needs more prompting or review, the adult can ask a yes/no question to the student as, "Do you feel bored?" or model what it looks like to be bored. Can also offer a receptive task with images of different feelings to allow the student to point to or take the bored emotion.



*Courtesy of TouchChat with WordPower application.

PLAY

The adults and students can take photos of themselves expressing different feelings, one of which is **bored**. Print the photos and as a group talk about them (i.e., "Ryan is **bored**.") Adults can then practice having students expressively label the feelings and receptively identify them. Expansion of the activity can be to act out and express the different feelings. Visuals and scaffolding are recommended to be provided.

READING

For this week's core word, you can talk about the characters in the story and discuss if they are feeling **bored** as a yes or no answer.

Here are some suggested books on YouTube that can assist in teaching the core word:

Book Read Aloud: I'M BORED by Michael Ian Black
<https://www.youtube.com/watch?v=mymcblesjIM> read by/courtesy of Heather's Story Time Corner (Students and adults can locate "bored" on communication board/device each time they see it in the story).

Book Read Aloud: BARNACLE IS BORED by Jonathan Fenske
<https://www.youtube.com/watch?v=sZEddWzIWBA> read by/courtesy of Mr. Crimans. (Talk about the feeling 'bored' and what makes the barnacle feel bored in the story. Expand by asking and answering the questions at the end of the story with students so they can list what makes them bored.)

Book Read Aloud: THE BORING BOOK by Shinsuke Yoshitake
<https://www.youtube.com/watch?v=eDIR0CKnJPo> read by/courtesy of Read Out Loud 4 Kids. (This story explores a child trying to keep himself from being bored. While doing so the child tries to understand what it means to be 'bored.')

SOCIAL INTERACTIONS AND VIDEO MODELING

During check-ins, students can share how they feel and if they feel **bored**. Students can also share why they feel bored.

During conversational turn taking with peers/adults, students can ask each other how they feel and what makes them feel bored (i.e., places, activities, etc.).

SENSORY MOTOR

If your students find themselves feeling **bored**, follow the activity below to create scented playdough with students! Making playdough that has an energizing and fall-inspired smell can be a wonderful activity for students. Talk with students that whenever they feel bored, they can go and play with the scented playdough they made. Engage students by making the playdough together, following the recipe and talking through the process. Expand this into a language activity by taking turns saying the steps out loud and on the AAC device/low tech board. Add in commenting and descriptive words to talk about how the playdough looks, feels, and smells: soft/cold? sweet/sour?



Activity: FALL PLAY DOUGH RECIPES: CLOVE, CINNAMON, GINGER, NUTMEG – courtesy of/by Cathy James. <https://nurturestore.co.uk/fall-play-dough-recipe>

STRUCTURED ACTIVITIES

The students can answer questions about the stories that were read aloud such as the BARNACLE IS BORED or THE BORING BOOK. With a focus on the word, **bored**; have the students share what things make them feel bored.

Use of Boom Cards interactive website for expansion of targeting **bored**. Utilize “Pumpkin Emotions” activity courtesy of/by Teach Speech 365: <https://wow.boomlearning.com/deck/pumpkin-emotions-hJS6THrJMEHb4yShm> to have students receptively identify the pumpkin demonstrating the correct emotion after reading the short story (within a field of two).

For an expansion activity, utilize “FREE Describe and Carve the Pumpkin Emotions” activity courtesy of/by Speak And Teach Ph: <https://wow.boomlearning.com/deck/free-describe-and-carve-the-pumpkin-emotions-YFyK6Z4ttFQN7M5ab> to have students identify angry, happy, sad, surprised, bored, confused, excited.

VIDEOS, MUSIC, ANIMATED SHORTS

Koo Koo Kangaroo - Milkshake

<https://www.youtube.com/watch?v=Y9LLfv7youM&feature=youtu.be> courtesy of/by Steve Steve. This is a fun and engaging video to have students listen and dance to whenever they feel **bored**.

Bank Holiday and Rainy Day Activities for Kids | How to Entertain Bored Kids
https://www.youtube.com/watch?v=cR_UxNpwf70 courtesy of/ by LucieAndTheBump. Create a bored jar and add in fun activities to use whenever students feel bored.

ART OR SCIENCE ACTIVITIES

TeachersPayTeachers Fall Scavenger Hunt can be used to take learning outside whenever students feel bored! Have students explore the outdoors to find the different vocabulary words related to the Fall season. Expand upon activity by having students say/find some of the vocabulary words on their AAC devices/low tech boards.

FALL SCAVENGER HUNT – courtesy of/by Anita Bremer First
<https://www.teacherspayteachers.com/Product/Fall-Scavenger-Hunt-370624?st=8fe3d5bc6fca4eaceaa33d523960c65c>

This is a great one-page sheet describing the feeling bored and offers students strategies to try when feeling that way.

DEALIN' WITH THE FEELING [BORED] – courtesy of/by Mylemarks
<https://www.teacherspayteachers.com/FreeDownload/DEALIN-WITH-FEELING-BORED-4560783>

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g. “I” “You” “feel” “**bored**” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions of **bored** while talking about the story you and the students created.

Bitsboard Pro: Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students. (Search for '**bored**' and find many corresponding boards to support learning the target word.)

Use *Clicker Writer* for writing words, phrases or sentences with picture support as well as word banks to support a writing activity with a focus on the word, '**bored.**'

WORD WALL: Add the word, "**bored**" on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ jeoseguera09@gmail.com

Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: **Smell**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

COMMENT (e.g. **smell** bad, **smell** nice, **smell** tasty)

DESCRIBE (e.g. **smell** big, **smell** sharp, **smell** pretty)

DIRECT ATTENTION (e.g. **smell** this, **smell** burn, come **smell** this)

TELL A STORY (e.g. **smell** like Christmas, **smell** like grandma's house)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can smell foods before eating them, and sort them in a food journal with visuals of the food (e.g. "big/little **smell**", "sharp/soft **smell**" or "nice/bad smell"). Adults can model this activity with the student at different mealtimes.

Adults can expand "big **smell**" comments with more description of how it smells, or what it smells like ("fish **smells** big, sharp, like the ocean").

Circle:

Going around the circle, students can share by telling with their words and showing with their faces/bodies, what they do/how they feel when they smell good or bad smells (e.g. "**smell** bad. Do this." student squishes up their face)

Adults can facilitate with pictures and real examples of smelly and nice smelling things and model their reactions to the smells.

PLAY

Toys and Games:

Students can play Smell-and-Seek with a strong-smelling item.

Adults can soak cotton balls in a smelly substance (e.g. vanilla or vinegar) and put them in a jar. Student can smell it, and comment on what they smell (e.g. “**smell** sweet.” Adults can hide the open jar somewhere in the room and students can find it by the smell.

Adults can facilitate student-searching and give hints as needed.

Recess

Students can find things outside and tell an adult to smell it.

Adults can model how to direct attention by telling someone what to do and point to students’ devices (e.g. “**smell** this”, “come **smell**”).

Adults can facilitate students finding things to smell, model comments about how the things smell (“**smells** dirty” “I don’t **smell** it, it has no **smell**”), and point to the student’s device.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Books about the 5 Senses:

[I Hear A Pickle by Rachel Isadora from YouTube: Teacher Talk](#)

<https://www.youtube.com/watch?v=U5joJonzwXk>

Books about reactions to **Smells**:

[Pirate Pete and His Smelly Feet! by Lucy Rowland and Mark Chambers from YouTube: St Margaret's Church, Oxford](#)

<https://www.youtube.com/watch?v=MCS3J8Z6aDk>

Mom, Mac and Cheese Please by Marylin Olin from YouTube: Melissa Cox

<https://www.youtube.com/watch?v=5O1moAlKB7g>

[Smelly Peter the Great Pea Eater by Steve Smallman and Joelle Dreidemy from YouTube: Read Storybooks With Me](https://www.youtube.com/watch?v=5O1moAlKB7g)

<https://www.youtube.com/watch?v=Ec5w-Tb-1ps>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can bring in an item that smells like happy memory and a home video/photo of the memory (e.g. a holiday or birthday). Students can start a conversation by showing their friend something, then tell their story through photos/video, smells, and words (e.g. show a video of their birthday cake, bring in a few birthday candles, tell “My birthday **smells** like candles”)

Adults can facilitate students picking a happy memory and a smelly item that they associate with the memory. Adults can model how to start a conversation by showing your friend something, and how they can respond when a friend shares something happy (e.g. looking at their things, smiling, making a comment “fun!” “I like it”, “**smell** good”).

SENSORY MOTOR

Students can explore scratch-and-sniff stickers. Students can describe how the sticker smells, or direct another person to smell an interesting smelly sticker (e.g. “**smells** spicy”)

Adults can facilitate scratching and sniffing each sticker. Adults can pay attention to students' reactions (e.g. a student smells the same sticker several times or makes a faces) and talk about their reactions with the student.

STRUCTURED ACTIVITIES

Students can write a Smell Scrapbook of smells they find in one place each day (e.g. the bathroom, the kitchen, their bedroom, the park, the street, and more). Adults can facilitate writing this book through mini field trips. Before each trip, adults can preview what students can do (“I can **smell** different things.”) and specific things they might smell.

Students can describe smells and collect pictures and samples of things that smell (e.g. a baggie with leaves, soap, or spices).

Students can write about what they smelled, how it smelled, and how they felt about the smell. Adults can provide the pictures and samples for each page of the Scrapbook, visuals of words choices, and sentence starters (e.g. “In the bathroom I **smell** soap”, “Soap **smells** clean”, “I like **smell** soap”).

ART OR SCIENCE ACTIVITIES

Students can make a stink bomb and make comments on how terrible it smells. Students can practice commenting bad smells before dropping the stink bomb.

Adults can facilitate making the stink bomb. Adults can model comments like “**smells** gross!” or “run away!” “yuck!” “sick!” before and during the activity.

Stink Bomb Recipes by Anne Marie Helmenstine, Ph.D. from ThoughtCo

<https://www.thoughtco.com/easy-stink-bomb-recipes-605982>

USE OF APPS OR OTHER TECHNOLOGY

Kid in Story Book Maker: Create and Share Personalized Photo Storybooks by Enuma, Inc., <https://appsto.re/us/C9DBJ.i>

Breathing Bubbles by Momentous Institute, <https://appsto.re/us/CHGx5.i>

VIDEOS, MUSIC, ANIMATED SHORTS

[What's that Smell? by Jilio Habañero from YouTube: Mutasia](#)

<https://www.youtube.com/watch?v=dV8WDnpyQBk>

[The Five Senses Song by Kiboomers from YouTube: The Kiboomers – Kids Music Channel](#)

<https://www.youtube.com/watch?v=vXXiyIGaliE>

[Fry Bread by Kevin Boble Maillard from YouTube: PEN America](#)

<https://www.youtube.com/watch?v=ZGoPq2CeJdw>

I Heat a Pickle by Rachel Isadora from YouTube: Teacher Talk

<https://www.youtube.com/watch?v=U5joJonzwXk>

WORD WALL: Create a WordWall and add '**small**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working to promote student confidence by sharing their work and learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: **Safe**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. this **safe**?)

NEGATE (e.g. not **safe**)

SHARE INFORMATION (e.g. **safe** place)

DESCRIBE (e.g. we feel **safe**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**safe**' during snack time to talk about what is **safe** to eat and what is not **safe** to eat (e.g. a napkin is not **safe** to eat).

Circle: Students and adults can use '**safe**' to indicate that they feel **safe** at school.

PLAY

Toys and Games: During imaginative play, adults and students can use dolls and action figures to talk about what it means to be **safe**. Adults can set up scenarios to create opportunities to use this word in context. For example, an adult can pretend that their teddy bear feels worried and students can help this teddy bear feel **safe**.

Recess: During recess, students and adults can use **'safe'** to indicate they are okay if they fall down on the playground (e.g. 'I'm **safe'**). Students can also use **'safe'** to remind their friends to be careful on the playground.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[I Can Be Safe - Platinum Pre School](#)

[Peppa Pig Safety First - Read Aloud Books for Toddlers, Kids and Children](#)

[Please Play Safe Penguins Guide to Playground Safety by Margery Cuyler read aloud by Elizabeth Jamo](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can tell their friends to 'stay **safe.**' In addition, students can check on other students if it appears, they are hurt or upset (e.g. 'you **safe?**').

[Being Angry and Safe Social Story Video](#)

SENSORY MOTOR

Students and adults can practice using the word **'safe'** while playing baseball and sliding to home base (or pretending to). Students can pretend to be umpires and say **'safe'** while they motion with their bodies. Here is a fun video that demonstrates this motion from a real umpire:

[Safe Call Chief Umpire](#)

VIDEOS, MUSIC, ANIMATED SHORTS

[What Does It Mean To Be Safe? Rana DiOrio](#)

[Safety Song | Preschool | Safety | Kid Friendly | Educational - Education Station](#)

[Be Responsible, Safe and Respectful for Children, Kids and Toddlers | Patty Shukla](#)

STRUCTURED ACTIVITIES

Adults can explicitly teach what **'safe'** means, explaining to students that to feel safe means to be protected and comfortable.

[Safety Tips for Kids | What are safety rules for kids? Video for Kids - Learning Junction](#)

Adults can create a **safe** place in the classroom where students can relax and enjoy some time to themselves if they ever feel that they need it. Adults can introduce this space to the students and explain to them what the purpose is.

[Peace Corner: Creating Safe Space for Reflection - Edutopia](#)

ART OR SCIENCE ACTIVITIES

My **Safe** Place Project: Students and adults can create a safe place art project that includes all of the components a student would want in their safe place! Adults can help students brainstorm.

Here is an example below:



USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello*, or any other story generating app, create a I Feel **Safe** When... Story for the student(s). Adults can take pictures of the students in their **safe** place, with trusted adults or friends and on each page write a sentence starting with "I feel **safe** when _____". If possible, include the icon sequence for "**safe**" to make modeling easier for all communication partners, and so the child can visually see their system's representation of **safe** in their story! Read the story with the students.

WORD WALL: Create a WordWall and add '**safe**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram [@newfriendscollective](https://www.instagram.com/newfriendscollective). Thank you!

CORE WORD: **How's it going?**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

Learning to ask questions and greet others will help to build *SOCIAL* skills!

GREETINGS: **How's it going?**

ACKNOWLEDGE: **How's it going?**

INITIATE: **How's it going?**

ASK QUESTIONS: **How's it going**

ROUTINES AND SCHEDULES

Arrival: First thing in the morning when students arrive, adults can utilize a communication system along with their voice to say, "**How's it going?**" to each student. This provides a focused way to greet, acknowledge and ask a question about how others are doing? Once the student(s) answers, the adults can wait expectantly for students to ask them, "**How's it going?**"

Another idea would be for specific students to be morning 'GREETERS' to ask each student and adult, "How's it going?" as people arrive.

Circle Time or Morning Meeting: During the meeting, adults and students can check in about how they are feeling and adults can ask each student, (along with the use of Aided Language Stimulation), **“How’s it going?”** Adults can use the student’s or classroom device or even print out low-tech pages of the feelings and descriptor pages of the student’s devices to provide additional visual cues. For less categorical page sets, symbol combination-visuals, (such as those found on Symbol Charts or Smart Charts) could be utilized to depict feelings or descriptors.

Prepare the students the day before, that they will be asked to ask the question **“How’s it going?”** during the morning meeting. So often the students we serve shy away from using their device because they have ‘stage fright’ and they feel anxious about finding the word or phrase, but with practice, they will feel more comfortable to do so.

Once the students gain experience with this exchange in this structured format, he/she may be able to express such greetings with faded cues and prompts.

Provide opportunities for students to say, **‘How’s it going?’** to one another in less structured ways. Provide wait time for the student to be able to also answer the question when asked.

PLAY

Recess: Adults can model saying, **“How’s it going?”** to other students/friends using their voice and the AAC device. Provide WAIT Time for your student(s) to respond and opportunities/cues to ask other students the same question. The use of a visual script could be utilized or a low-tech print out of the symbol combination to express the question. Provide opportunities for your students to be ready to answer the question as well.

Say, ‘hi’ and then, **“How’s it going?”** when you and the student find someone that you meet and would like to interact with.

Passing in the hallway: When students pass each other in the hallway, assist the students in greetings and ask the question, **“How’s it going?”** as they pass their friends.

Virtual Learning: During virtual learning, provide a time for students to check in with each other to say ‘hi’ and **“how’s it going?”** and provide that somewhat uncomfortable wait time in order for others to answer.

Students can use action figures or stuffed animals to say, **“How’s it going?”** to one another.

READING

Here are some suggested books on YouTube and Tarheel Reader (tarheelreader.org) or (tarheelsharedreader.org) that can assist in teaching the core phrase, **How's it going?**

[The Feelings Book](#) By Todd Parr (This book can be used to discuss what others might say in response to the question, "**How's it going?**")

Courtesy of The Feelings Channel

[Tarheelreader.org](http://tarheelreader.org) (please make sure that speech is turned on)

<https://tarheelreader.org/2020/04/26/all-feelings-are-okay/13/> By Sarah Harrison.

(This book can be used to discuss what others might say in response to the question, "**How's it going?**"). It might spur on questions about feelings and after the book is read, when students are asked, 'how's it going?' they may have another response. A majority of the students I have worked with seem to respond that they are happy or good, but maybe it's because they think that's what we want to hear or that they like how others respond to positive feelings?

<https://tarheelreader.org/2018/03/27/asking-how-are-you/11/> by Tak,

Although this book talks about asking people how they feel, it is an example of how students ask and answer questions and ultimately have a conversation. Adults can have the students substitute, "How are You?" with "**How's it going?**"

Tar Heel Shared Reader

<https://shared.tarheelreader.org/shared/read/friends-talk> by DLM

This shared reading resource provides core vocabulary word symbols that the readers can use to talk about and/or comment on the book. This would be a great way to integrate what friends may say to each other, (in addition to, "How's it going?"). Please make sure that the symbols are turned on and if you click on the little green thought bubble in the upper left corner, you can access the menu and select the core vocabulary words the students can use to comment on the story.

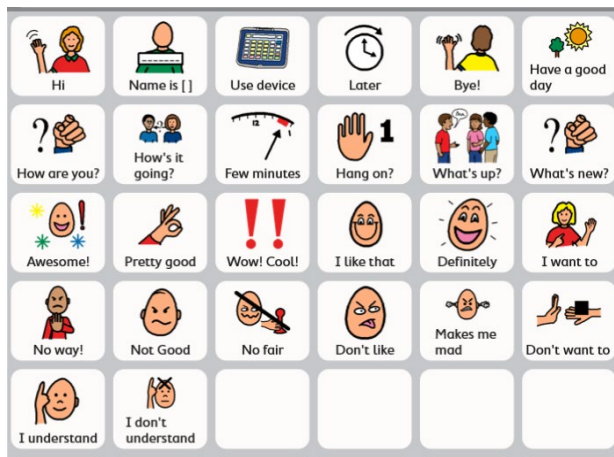
SOCIAL INTERACTIONS AND VIDEO MODELING

Recess is an opportune time for students to greet one another and ask the question, "How's it going?" The provision of ALS modeling to greet other students, by saying **How's it going?** and using the talker to model the greeting or question, (as the question, **How's it going?**, is sort of both), is important and meaningful.

When adults accompany students in interactive settings, immerse them by using ALS modeling to interact with other adults and students by greeting and asking others "**How's it going?**"

Here are some visuals that could be helpful in greeting others.

From Snap and Core First- Quick Fires- Greetings- Social page



Courtesy of TobiiDynavox Snap and Core First

SENSORY MOTOR

Students could be encouraged to greet others by asking, "**How's it going?**" while engaging in motor activities on the playground.

Four Square adaptation. While playing a simple ball game with 4 students, the student or adult who throws the ball, would ask that person the question, "**How's it going?**" Each person who throws the ball to someone has the opportunity to ask the question. Wait time is encouraged for those who are both asking and answering the question.

While engaged in free- play activities in the room, adults can add a "**How's it going?**" freeze activity, (discussed with the students beforehand) where the students would be instructed to ask the person closest to them, "**How's it going?**" when the teacher announces, FREEZE!

VIDEOS, MUSIC, ANIMATED SHORTS

[Hello Song for Kids, by the Singing Walrus](#)

Courtesy of the Singing Walrus (Please add or replace “How are you?” with **“How’s it going?”**)

[Hello! | featuring The Super Simple Puppets | Super Simple Songs](#) (Please add or replace “How are you?” with **“How’s it going?”**)

Courtesy of Super Simple Songs

[Disney Re-Micks: Hello \(Original HQ\)](#) (Pause the song after a few ‘hello’s’ and provide opportunities to respond to the question, “What could you say next?”).

["Emotions" - StoryBots Super Songs Episode 8 | Netflix Jr](#) (Pause the song and before you find out the character’s emotion, have the students ask the question, **“How’s it going?”** Then discuss how it’s going with the character.

Courtesy of Netflix Jr

[Animated Short Film HD " WATCH YOUR FEELINGS "](#) by Ahmed Elshraby. The provides a great way for adults to pause and check in with the students to ask, **“How’s it going”** with the two sisters

Young Adults

[How to Answer, "HOW'S IT GOING?"](#)

Courtesy of Mad English TV

[WHAT'S UP? vs HOW'S IT GOING?](#)

Courtesy of Cloud English

[How's it Going? | Learn English Phrases | Small Talk](#)

Video Courtesy of: To Fluency

This provides a simple way to discuss how to ask and respond to the question, “How’s it going?”

[People Answer, "How's It Going" Honestly](#) (Does anybody ever answer this question honestly? Can you start a real conversation with this question?)

Courtesy of BuzzFeed Video (please note that there are two little swear words in this video, but the message and sentiment is excellent).

[How's it going?](#)

Courtesy of English Garden

[Here's the Plan - Animated Short Film by Fernanda Frick](#) While watching the animated short film, adults can ask students, “How’s it going” with the story and

the characters in the story who have ups and downs. This could create ways for students to comment and respond to the question, **“How’s it going?”**

STRUCTURED ACTIVITIES

Using the student’s or classroom communication device or communication board, the adult can point to and model use of the phrase or combination of words to ask the question: **“How’s it going?”** and talk about how it’s a great question but also a way to greet and say ‘hello’ to others. The use of other ways to initiate and greet others may be considered as well.

Students can role-play which greetings feel most comfortable for them. Practicing the back and forth exchange could assist students in greeting others in a variety of contexts.

Adults can ask each other “how’s it going?” and then students can pair up and ask each other, **“how’s it going?”**

Adults can play a game by creating cards with each student’s name and each student who will ask, **“how’s it going?”** can pick a name of a student they will ask.

Adults can also create feelings cards, and students can pick a feeling card and see if it matches theirs.

ART OR SCIENCE ACTIVITIES

Thumbs up or down



By: Patricia-Ann Morrison from the educatall.com website
[Here is the step by step directions with materials for the art project](#)

Materials: pink felt, white felt, white Fun Foam, a scrap of blue Fun Foam, white glue, a Styrofoam platter, scissors, a marker, and Velcro.

Students can help answer the “**How’s it going?**” question using this felt art activity.

USE OF APPS OR OTHER TECHNOLOGY

Sock Puppets: Sock puppets provides a way for students to act out recorded dialogue. How it works: First, select your characters, then background, then props. Voila- you will see the puppets on the stage. Press the round ‘record’ button and as you move each puppet, it will record what is spoken. Once completed, hit the square ‘stop’ button and the sounds and puppet movement will play back. Adults and students can create the puppet shows together. *Consider writing a script together before you put on the show focusing on a script between two or more puppets, including the question, “**How’s it going?**” It can be as simple as the question and a short answer, or a more extensive dialogue.*

YoPuppet: YoPuppet is an ingenious and easy to use puppet show creator and your face is in the show. (If you were a ventriloquist, (which I’m not-but wish I was), you could really amaze the students. How it works: Pick a character, then line your hand up with the hand symbol on the app and the puppet will sync with your hand movements so that you can create and record a puppet show. Then use this puppet to ask your student, “**How’s it going?**” Students can then use the app to ask their friends the question as well.

WORD WALL: Create a Word Wall and add each word: **How, is, it, going** to the list.

READING and the Word Wall: Sound out the letters of the words together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or adapted keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet,
please contact Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

November

thankful + - ?	fine + - ?	cool + - ?	taste + - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
dry + - ?	wet + - ?	copy + - ?	Pour + - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
mix + - ?	stir + - ?	cook + - ?	bake + - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
bored + - ?	smell + - ?	safe + - ?	How's it going? + - ?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

Month: November	What was helpful?	What wasn't helpful?	What would've been helpful?
Strategies			
Supports			
Activities			